

Guidance Activities Action Plan 2004-2005 (Large Group)

School: North Cache 8/9 Center
District: Cache

Target Group: All students, selection of students and activity was based on data from the Safe School Survey completed by students in Spring 2004.

Intended Behavior: Students will demonstrate increased knowledge about the harmful effects of drinking alcohol and using inhalants.

Standard: Personal/Social Development: Students will develop the resiliency skills necessary for safety and survival.

Activity Delivery: As counselors we will deliver guidance curriculum presentations on inhalants to all 8th grade students during their science class. Counselors will give all 9th grade students a presentation on alcohol during their English class. We will give a school wide follow up lesson in May prior to the posttest. We will also hand out pamphlets about inhalant abuse to parents and students during parent teacher conferences.

Resources needed: Pretest/Posttest, video – we used one produced by Discovery Films, handouts, counselor time

Evaluation: We will use a pretest/posttest to evaluate students' knowledge. Also, we will use school wide safe school survey results to determine if usage by students has changed.

Start/End Dates: September – October for alcohol presentations, November for inhalant presentations, follow up and posttest in May

Projected # of students impacted: 1020 – all students

Guidance Activities Results Report 2004-2005

School: North Cache 8/9 Center
District: Cache

Counselor: Clint Farmer and Janine Justis
Target Group: All students

Intended Behavior: Students will demonstrate increased knowledge about the harmful effects of drinking alcohol and using inhalants.

Curriculum and Materials: We used a video produced by Discovery Films "Alcohol, Marijuana and Inhalants," a pamphlet by National Crime Prevention Council and a pamphlet produced by U.S. Consumer Product Safety Commission, other handouts and curriculum created by counselors.

Start and End Dates: September 2004 to May 2005

Process Data: All students received one of the presentations

Perception Data: Posttest results compared with pretest results indicate that students are more knowledgeable about alcohol and inhalants. See attached copy of test and chart of results. Teachers also report hearing positive statements and discussion among students about what they learned.

Results Data: We have not yet received results from the school wide Safe School surveys. This data will tell us whether student reported usage has decreased.

Implications: The students have all learned about inhalants and the ninth grade students have learned about alcohol. We will continue to teach students about harmful substances, emphasizing that most teenagers do not use drugs or alcohol. We will monitor student needs with the yearly Safe School surveys done by our school district.

Principal's Signature:



Date:

6/6/05

Date of Staff Presentation: Fall 2005

Prepared by: Janine Justis and Clint Farmer

Pre/Post Test Results

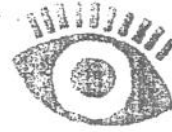
| Question # | Pretest Results | |
|------------|-----------------|-------|
| | True | False |
| 1 | 28 | 72 |
| 2* | 64 | 36 |
| 3* | 66 | 34 |
| 4* | 5 | 95 |
| 5 | 6 | 94 |
| 6 | 5 | 95 |
| 7 | 76 | 24 |
| 8** | 91 | 9 |
| 9** | 14 | 86 |
| 10** | 64 | 36 |

| Posttest Results | |
|------------------|-------|
| True | False |
| 28 | 72 |
| 82 | 18 |
| 83 | 17 |
| 5 | 95 |
| 5 | 95 |
| 14 | 86 |
| 89 | 11 |
| 90 | 10 |
| 10 | 90 |
| 73 | 27 |

*Questions about alcohol. Question 2 and 3 had a significant change.

**Questions about inhalants.

Test



True or False

1. T ☒ F The majority of teens use either alcohol or drugs.
2. ☒ T F More people use alcohol than all other drugs combined.
3. ☒ T F According to most hard drug addicts, drinking is the first step on the path to drug abuse.
4. T ☒ F Since it is legal for adults to drink, it must be safe for teens as well.
5. T ☒ F Since marijuana is a natural plant, it is safe to use.
6. T ☒ F Marijuana is not addictive.
7. ☒ T F Smoking marijuana is more harmful than smoking cigarettes.
8. ☒ T F Inhalants are household products that can make you high.
9. T ☒ F Inhalants are legal because they are not drugs.
10. ☒ T F Inhalants are more dangerous than hard drugs.

Closing the Gap Action Plan 2004-2005 (small group)

School: North Cache 8/9 Center

District: Cache

Target Group: 9th grade students who failed 3 or more classes during 8th grade.
Selection based on grades and GPA reported in SASIxp student data.

Intended behavior: Students will increase their GPA from 8th grade and throughout 9th grade. Students will not fail courses in ninth grade as all are fulfilling high school graduation requirements.

Standard: Academic Learning and Development: Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Personal/Social Development: Students will develop skills to understand and appreciate themselves and others.

Guidance Activities and Intervention: Parents of eligible students will be contacted by letter and told about Why Try program. Students will attend the course during school, once a week for eight weeks.

Resources Needed: Why Try? Curriculum

Evaluation Method: We will evaluate whether students' GPAs do rise.

Start/End Dates: Parent contact began in September. Why Try? will be held from October to December.

Projected # of students impacted: 30

Closing the Gap Results Report 2004-2005

School: North Cache 8/9 Center
District: Cache

Counselor: Clint Farmer and Janine Justis

Target Group: 9th grade students who failed 3 or more classes during 8th grade.

Curriculum and Materials: Why Try?

Start Date/End Date: September to December 2004

Process Data: 20 Students participated

Perception Data: Students were very responsive to the Why Try? curriculum and expressed positive feedback.

Results Data:

Average GPA of group increased 0.102 1st trimester compared with 8th grade. Average GPA increased 0.067 first to second trimester and then decreased 0.163 from second to third trimester for an overall gain of 0.005.

See attached spreadsheet for individual student data.

Implications: Why Try? was part of a combination of efforts to help students. Other school programs as well as maturity will also have impacted students' grades. However, the positive feedback from students and teachers and the small improvements made 1st and 2nd trimester justify continuing the program. Refresher sessions must be held throughout the year to maintain progress. We will continue to evaluate this program in combination with other interventions in our efforts to help struggling students.

Principal's Signature:



Date: 6/6/05

Date of Staff Presentation: Fall 2005

Prepared by: Janine Justis and Clint Farmer

| GPA 8th | GPA 1st | GPA 2nd | GPA 3rd |
|---------|---------|---------|---------|
| 0.979 | 0.611 | 0.278 | 0.000 |
| 1.482 | 1.333 | 1.133 | 0.945 |
| 0.445 | 0.400 | 0.833 | 0.833 |
| 1.333 | 1.278 | 0.833 | 0.445 |
| 1.370 | 0.611 | 1.167 | 0.778 |
| 0.056 | 0.945 | 0.000 | 0.000 |
| 1.313 | 1.445 | 1.778 | 1.722 |
| 1.537 | 1.400 | 1.889 | 1.733 |
| 1.241 | 2.267 | 0.111 | 0.917 |
| 1.412 | 0.500 | 2.333 | 1.445 |
| 1.482 | 1.944 | 2.333 | 0.833 |
| 1.056 | 1.167 | | |
| 1.241 | 1.733 | 1.133 | 2.056 |
| 1.445 | 1.000 | 2.000 | 2.500 |
| 2.333 | 1.667 | 0.500 | 0.000 |
| 1.093 | 0.733 | 2.722 | 1.200 |
| 1.333 | 1.667 | 1.667 | 1.467 |
| 0.907 | 0.611 | 1.889 | 1.333 |
| 1.037 | 2.733 | 1.933 | 2.389 |
| 0.407 | 1.500 | 1.000 | 1.833 |

| | | | | |
|-----------------------|--------|--------|--------|--------|
| | 23.502 | 25.545 | 25.532 | 22.429 |
| Average GPA | 1.175 | 1.277 | 1.344 | 1.180 |
| Increase over 8 | | 0.102 | 0.169 | 0.005 |
| Increase over 1st tri | | | 0.067 | -0.097 |
| Increase over 2nd tri | | | | -0.163 |

Utah CGP-Guidance Activities Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

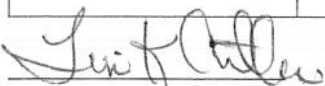
School: South Cache 8/9 Center

District: Cache County School

Target Group :(whole school, entire class) 8th Grade

Target Group selection is based upon the following data/information/school improvement goals: This is a pivotal age and grade. 8th graders need to develop skills in preparation for high school.

| INTENDED STUDENT BEHAVIOR | IDENTIFY THE UTAH CGP STUDENT OUTCOME OR THE DRSL | ACTIVITIES TO BE DELIVERED IN WHAT MANNER? | RESOURCES/ STAFF DEVELOPMENT NEEDED | EVALUATION METHODS HOW WILL YOU MEASURE RESULTS? e.g. "from the sample classrooms of 10 th graders. . ." | START/ END DATES | PROJECTED # OF STUDENTS IMPACTED |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------|
| Bullying/ Building Respect | All DRSLs apply: *Effective Communication *Critical Thinkers *Work in cooperative Groups * Life long learners | Guidance Curriculum | Develop guidance program regarding Bullying | Survey on attitudes about bullying and showing respect before and after presentation | 2/24/05 - 3/02/05 | 493 |



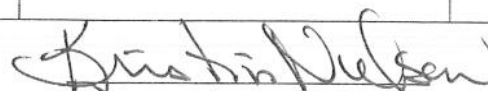
Principal's Signature

6/8/05

Date

Date of Staff Presentation

*adapted for the ASCA National Model: A Framework for School Counseling Programs



Prepared By



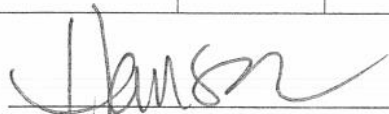
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Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

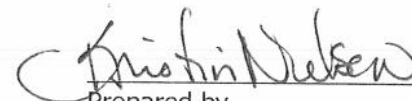
School: South Cache 8/9 Center District: Cache County

| COUNSELOR: | TARGET GROUP: | CURRICULUM AND MATERIALS USED: | START AND END DATES | PROCESS DATA: # OF STUDENTS AFFECTED** | PERCEPTION DATA: PRE AND POST TEST COMPETENCY ATTAINMENT OR STUDENT DATA** | RESULT DATA: CHANGES IN BEHAVIOR, GRADES, ATTENDANCE INCLUDING ACHIEVEMENT DATA, & OR SKILLS/COMPETENCY DATA** | IMPLICATIONS: WHAT DOES THE DATA TELL YOU? WHAT CAN THE STUDENTS DO WITH THIS NOW? |
|---------------------------------------------------------------------|-----------------------------------|--------------------------------------------------------------|---------------------|----------------------------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Alex Hansen With help from Bear River Health Department | 8 th grade students | Bullying program from the Bear River Health Department | 2/24- 3/02 | 493 | Survey given to students before and after the presentation. | Awareness was raised about all the different forms of bullying. Students were unclear in the pretest of all the different kinds of bullies. Students were surprised to find out how much girls bully. | Students are now more aware of all the different kinds of bullying. Since they are more aware, they may do more to stop it. They all were very interested in finding ways to stop the bullying that goes on in the school. |


Principal's Signature

June 9, 2005
Date

Date of Staff Presentation


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*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to the USOE by June 15, 2005

School: South Cache

District: Cache County Schools

Target Group: Underachieving students with a GPA that is below 1.0

Target Group selection is based on the following data/information/school improvement goal: These students are at the highest risk of dropping out of school.

| INTENDED STUDENT BEHAVIOR | IDENTIFY THE UTAH CGP STUDENT OUTCOME OR DSRL | GUIDANCE ACTIVITY(IES) OR INTERVENTION(S) | RESOURCES & STAFF DEVELOPMENT NEEDED | EVALUATION METHOD: HOW WILL YOU MEASURE RESULTS? E.G. "FROM SAMPLE CLASSROOMS OF 10 TH GRADERS. . . " | START /END DATES | PROJECTED # OF STUDENTS IMPACTED |
|---------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------|
| Underachieving | Life Long Learners Effective Communicators Critical Thinkers Work Cooperatively in Groups | Small group were run using the Why Try? Program | Resources are already in the building and no staff development is needed. | To qualify for this program, students need a GPA less than 1.0 At the start of the groups, students will be surveyed about their attitudes about passing their classes and succeeding in school. At the end of the program, students will fill out the survey again regarding their attitudes about passing their classes and succeeding in school. In addition, grades of the participants will be pulled throughout the program. Individual sessions will be used to measure changes in attitude and reinforce new skills and resolve concerns. | April/ May 2005 | 10 |

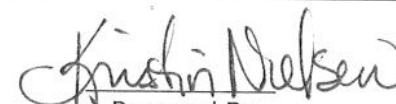


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6/8/05

Date

Date of Staff Presentation



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*ADAPTED FROM THE ASCA NATIONAL MODEL: A FRAMEWORK FOR SCHOOL COUNSELING PROGRAMS

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Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: South Cache 8/9 Center

District: Cache County Schools

| COUNSELOR | TARGET GROUP | CURRICULUM & MATERIALS | START/END DATES | PROCESS DATA: # OF STUDENTS AFFECTED** | PERCEPTION DATA: PRE AND POST TEST COMPETENCY ATTAINMENT OR STUDENT DATA** | RESULTS DATA: CHANGES IN BEHAVIOR, GRADES, ATTENDANCE, INCLUDING ACHIEVEMENT DATA, ACHIEVEMENT RELATED DATA, &/OR SKILLS/COMPETENCY DATA** | IMPLICATIONS: WHAT DOES THE DATA TELL YOU? WHAT CAN THE STUDENTS DO WITH THIS NOW? |
|-----------|---------------------------------------|------------------------|------------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nielsen | At-Risk students with a GPA below 1.0 | Why Try? | April – May 2005 | 8 | <p>Students were given a pre test on their attitudes about school, homework and support at home and at school.</p> <p>Students were given the same post test at the conclusion of the group.</p> <p>Grades were also checked at the beginning and the end.</p> | Grades were checked at the end of the group and every student showed improvement. Even in the grade did not change, the percentage did rise and the students attitudes about school and homework were better on the post test survey. | The 8 students will be monitored during their 9 th grade year to see if things continue to improve. There is the possibility of additional help for these students if they seem to be at-risk again. |

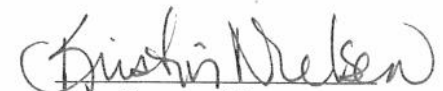


Principal's signature

6/8/05

Date

Date of Staff Presentation



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*adapted from the ASCA National Model: A Framework for School Counseling Programs

** Include actual numbers supporting conclusions and attach data, examples, and documentation

Utah CGP-Guidance Activities Plan (Large Group) 2004-2005*


Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School: White Pine Middle School District: Cache

Target Group :(whole school, entire class) Whole School

Target Group selection is based upon the following data/information/school improvement goals: School improvement calls for "strategies to encourage student improvement in Behavior and Grades"

| INTENDED STUDENT BEHAVIOR | IDENTIFY THE UTAH CGP STUDENT OUTCOME OR THE DRSL | ACTIVITIES TO BE DELIVERED IN WHAT MANNER? | RESOURCES/ STAFF DEVELOPMENT NEEDED | EVALUATION METHODS HOW WILL YOU MEASURE RESULTS? e.g. "from the sample classrooms of 10 th graders. . ." | START/ END DATES | PROJECTED # OF STUDENTS IMPACTED |
|---------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------|
| Class room success | Successful in Behavior and Grades | Through our schools RAD program. This program is a tracking system used to monitor students needing extra help. | Teachers, RAD supervisor, & Counselor | We have gathered data from the past 3 yrs to identify areas of concern. Using a pre-post survey To determine if the program is helping students become more successful at school. | Aug. 2002 - May 2005 | 150 over 3 yrs. |


Principal's Signature 6-2-5
Date

6-2-5
Date of Staff Presentation

Mile Tour
Prepared By



ENTERED

Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School _____ District _____

| COUNSELOR: | TARGET GROUP: | CURRICULUM AND MATERIALS USED: | START AND END DATES | PROCESS DATA: # OF STUDENTS AFFECTED** | PERCEPTION DATA: PRE AND POST TEST COMPETENCY ATTAINMENT OR STUDENT DATA** | RESULT DATA: CHANGES IN BEHAVIOR, GRADES, ATTENDANCE INCLUDING ACHIEVEMENT DATA, ACHIEVEMENT RELATED DATA, &/OR SKILLS/COMPETENCY DATA** | IMPLICATIONS: WHAT DOES THE DATA TELL YOU? WHAT CAN THE STUDENTS DO WITH THIS NOW? |
|-------------------|------------------------------------------|--------------------------------------------------|----------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jones | All Students referred to the RAD Program | Mentoring Grant Program, School tutoring lessons | 2003 school year-2005 | 150 | PRE & POST survey Given each year measuring students perception of school and their success in school | <p>Pre data showed that students who rated school and school climate bad, to low also rated their success at school as very low. Post test after RAD intervention with these same students showed that 80 % rated the school and themselves med. to high.</p> <p>Students, who rated school and self med, in pre, also rated their own success med. After RAD they still (post) had med ratings. However they showed increase in GPA</p> <p>Students who rated high in pre also rated high in post</p> | It seems from this first look at our data that the program RAD has had greatest impact on students with greatest need. We think part may be that those students are also the ones who spent the most time in the program and we should look at time as a variable in the future. |

Principal's Signature

Date

Date of Staff Presentation

Prepared by

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to the USOE by June 15, 2005

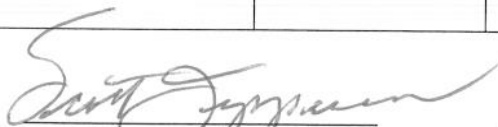
School White Pine Middle 2004/05

District Cache

Target Group: Poor Attendee's, (about 25 students whose attendance is beyond excepted school improvement plan guide lines)

Target Group selection is based on the following data/information/school improvement goal: Improve attendance and school performance at our school. Poor attendance data shows a correlation with poor grades in 87% of poor attendees

| INTENDED STUDENT BEHAVIOR | IDENTIFY THE UTAH CGP STUDENT OUTCOME OR DSRL | GUIDANCE ACTIVITY(IES) OR INTERVENTION(S) | RESOURCES & STAFF DEVELOPMENT NEEDED | EVALUATION METHOD: HOW WILL YOU MEASURE RESULTS? E.G. "FROM SAMPLE CLASSROOMS OF 10 TH GRADERS. . ." | START /END DATES | PROJECTED # OF STUDENTS IMPACTED |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------|----------------------------------------|
| OUR ATTENDANCE TRACKING SYSTEM WILL HELP US IMPROVE ATTENDANCE IN OUR IDENTIFIED POOR ATTENDERS THUS BETTER ATTENDANCE = BETTER GRADES? | Promote Student Success | Class room lessons on attendance policy and advantages of good attendance. Pre-test survey | Counselor & principal | By comparing last years attendance and grades with this years. | Aug. 26 2004 to June 2 2005 | 25 5 very poor 15 med. 10 bad |


Principal's Signature

6-2-5
Date

6-2-5
Date of Staff Presentation


Prepared By  ENTERED

Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School: White Pine Middle School

District: Cache County Schools

| COUNSELOR | TARGET GROUP | CURRICULM & MATERIALS | START/END DATES | PROCESS DATA: # OF STUDENTS AFFECTED** | PERCEPTION DATA: PRE AND POST TEST COMPETENCY ATTAINMENT OR STUDENT DATA** | RESULTS DATA: CHANGES IN BEHAVIOR, GRADES, ATTENDANCE, INLCUDING ACHIEVEMENT DATA, ACHIEVEMENT RELATED DATA, &/OR SKILLS/COMPETENCY DATA** | IMPLICATIONS: WHAT DOES THE DATA TELL YOU? WHAT CAN THE STUDENTS DO WITH THIS NOW? |
|------------|-------------------------------|--------------------------|----------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mike Jones | students with poor attendance | TLC Lesson Plan #16 & 18 | Aug. 2004 – May 2005 | 25 | <p>Students were given a pre test on their attitudes about school, homework and support at home and at school.</p> <p>Students were given the same post test at the end of school</p> <p>Grades were also checked at the beginning and the end.</p> | Grades were checked in all 4 terms to see if improvement was made. 4 had no change in attendance or grades. 21 had improvement in attendance and grade. | If we use the policy to help not only for attendance but also improving grades we have a win, win position. We kind of expected the correlation. Now we'll be more vigilant in promoting and following the policy |


Principal's signature

6-2-5
Date

6-2-5
Date of Staff Presentation


Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

** Include actual numbers supporting conclusions and attach data, examples, and documentation

Utah CGP-Guidance Activities Actic... Plan (Large Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Willow Valley Middle District Cache

Target Group:(whole school, entire class) Sixth grade

Target Group selection is based upon the following data/information/school improvement goals: Bullying seems to be part of every school to one degree or another. Our thesis is that if bullying decreases then the real purpose of school will be more fully realized

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Activities to be Delivered in What Manner? | Resources/Staff Development Needed | Evaluation Methods How will you measure results? e.g. "From sample classrooms of tenth graders..." | Start/End Dates | Projected # of Students Impacted |
|----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------|
| That incidences of bullying will decrease in our school. | That students will come to know more fully what constitutes bullying and will be able to recognize all the various forms. | Three day unit using "Bullying in Schools" (what you need to know) by Paul Langan One day presentation by CAPSA on bullying. In-service to all faculty on bullying. Facts on subject presented in Career Center | Counselor, interns, Career Center Coordinator, Ed Shiller teachers (4). CAPSA repr. All faculty and administration | We will compare number of referrals to office before and after. Also we'll gauge faculty "perception" of level of difference in bullying. An attempt will also be made to measure difference in knowledge about bullying | October 11 November 12 | 214 |

[Signature]
Principal's Signature

3/18/05
Date

4/22/05
Date of Staff Presentation

Jay B. Low
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs



Utah CGP-Guidance Activities Result Report (Large Group) 2004-2005*

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School Willow Valley Middle District Cache

| Counselor | Target Group | Curriculum and Materials Used | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test, competency attainment or student data** | Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data** | Implications: What does the data tell you? What can the student do with this now? |
|------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jay B. Low | All 6 th grade | "Bullying In Schools" (what you need to know) by Paul Gangan CAPSA Prevention Educators Presentations to faculty. "Pick up" materials in counseling office | Oct 11 Nov 12 | All sixth grade 214 students | random students. Students awareness of bullying has been raised. Several students with history of bullying have seemingly quit. Faculty report a "slightly better climate out there" | Fewer referrals to office for bullying has been noted. Counseling office has received fewer complaints. Teachers and administrators say there is a little better feeling in rooms and hallways | Attitudes and behavior can be modified if material is presented and taught. Especially if presented in a variety of formats and over the course of several weeks or months. To maintain behavior, material probably should be reviewed periodically |

Lynn D. Ruland
Principal's Signature

3/15/05
Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005*

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School Willow Valley Middle District Cache

Target Group: Low achieving (academically) students

Target Group selection is based on the following data/information/school improvement goal: Any student who received one or more F's for any one grading period.

| Intended Student Behavior | Identify the Utah CGP Student Outcome or the Desired Result for Student Learning | Guidance Activity(ies) or Intervention(s) | Resources/Staff Development Needed | Evaluation Method How will you measure results? e.g. "From sample classrooms of tenth graders. . ." | Start/End Dates | Projected # of Students Impacted |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------|
| Reduce to zero the number of F's received on all student report cards for one term | thirty-five (35) students received one F or more on last report card. Goal is to reduce that number to zero on next report card | Counsel with each student. Identify reasons for failing classes. Consider other methods or strategies to avoid low achievement. Visit also with parents of each student. Set goals and follow up with each student. | Counselor, interns, principal, asst. principal, Career Center Coordinator, Teachers of 6th Ed. Skills Class (4). | By checking 2nd term grades against 1st term we will get an idea of how effective our interventions were in reducing the number of failing students. | November 15th to January 21st | 35 |

[Signature]
Principal's Signature

3/18/05
Date

4/29/05
Date of Staff Presentation

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*adapted from the ASCA National Model: A Framework for School Counseling Programs

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Utah CGP- Closing the Gap Result Report (Small Group) 2004-2005*

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School Willow Valley Middle District Cache

| Counselor | Target Group | Curriculum and Materials | Start Date End Date | Process Data: Number of students affected** | Perception Data: Pre and post test competency attainment or student data** | Results Data: changes in behavior, grades, attendance, including achievement data, achievement related data, and/or skills/competency data** | Implications: What does the data tell you? What can the student do with this now? |
|------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jay B. Low | 35 students who received one or more F's during 1st term | Individual Counseling by Counselor interns, principal, asst principal and group presentation by Career Center Counselor and Ed Skills faculty | Nov 15 Jan 21 | 35 | With first look at data we thought we failed because we went from 35 students to 42 who received one or more, but after looking closer we found that most of F's 2nd term | were from different students not the target 35. The target high where aforementioned interventions were provided did much better. One other factor is the fact | that we always have a few more F's second term than first term. Implications are that interventions, counseling and monitoring seem to help students academically |

[Signature]
Principal's Signature

3/18/05
Date

Date of Staff Presentation

Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation